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ABSTRACT

Providing historical data on enrollment in the Virginia Community College System, this two-part report describes trends in enrollments and in minority student enrollment over the past decade. An introductory section reviews external factors influencing enrollment in Virginia, including revenue reductions, tuition increases, and the increasing student supply. Next, enrollment trends are described, including changes in the relationship of headcount to full-time equivalent students (FTES), course-taking patterns, student characteristics, first-time and returning student enrollments, and comparative tuition levels. This section indicates that 7 years of growth in FTES peaked in 1992-93, with 1993-94 FTES expected to decline; that the growth was due to increased enrollments in credit courses rather than increased numbers of students; and that from 1988 to 1993 enrollment in transfer programs increased from under 27,000 to 37,000. In part two, minority student enrollment is described for 1989-93, focusing on differences in enrollment by gender, student major, persistence and graduation, and financial aid eligibility for white, black, and other non-white groups. This section indicates that in fall 1989 white students accounted for 81% of enrollments, black students for 12%, and other groups for 7%, while in fall 1993, whites accounted for 76%, blacks for 15%, and other groups for 9%. Data tables by college are appended. (BCY)

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VIRGINIA COMMUNITY COLLEGE SYSTEM

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## Trends in VCCS Enrollments

April 1994

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# Trends in VCCS Enrollments

## Part I: A Review of Enrollment Trends

## Part II: Minority Student Enrollment

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# Part I

# A Review of Enrollment Trends

Earl R. McHewitt
Director of Research
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National observers of higher education have reported that community college enrollments are down this past fall in many states. The current year (1993-94) marks the first time since 1985 that the VCCS has not experienced enrollment growth as measured in annual FTES. Factors typically linked with enrollment declines include the state of the economy and associated job growth, tuition increases, and reduced fiscal support for college operations.

Economic Factors.

Because it is commonly agreed that community college enrollments are tied at least in part to economic conditions, recent enrollment changes for the VCCS may be better understood when viewed in terms of changes in the state's economy. Virginia's employment growth generally has mirrored U.S. trends, with slightly higher rates in Virginia for the 1980's. Employment growth peaked in 1985. Decreasing annual rates continued until 1990 and ended with actual job losses in 1991. As of 1993, the Virginia Employment Commission reports that job growth in Virginia is once again on the rise.

There appears to be some connection between these trends and VCCS enrollments. As job opportunities grew at lower rates, college enrollments increased. The current leveling of enrollments can be related to negative rates (job losses) in 1991 and 1992 and to a return to expanding rates for 1993 and 1994. The present expansion is expected to continue at much lower rates than that following earlier recessions -- about half the growth rate as in the 1980s. For example, jobs lost in 1990 and 1991 are not projected to be recovered until this year. This could mean that post-recession enrollment declines may be less likely or less severe for this cycle.

Real personal income changes in Virginia have followed a pattern much like that of job growth. Losses in real income occurred after 1990, and the current upturn is projected at a rate well below that of the 1980s. Again, the constrained recovery predicted for these and other factors may mean atypical enrollment changes for a recovery period. Unfortunately, lower rates of revenue growth than are typical for a recovery period also are predicted.

Revenue Reductions.

For states with continuing economic woes, decreasing enrollments for fall 1993 have been attributed to state revenue reductions and tuition increases. Many states consider revenue reductions to have affected student access to higher education. The VCCS has absorbed recent decreases in General Fund support without a corresponding decline in number of course sections offered or the availability of support services to students.

Tuition Increases.

Determining the correlation between tuition changes and community college enrollments is complex. At first glance, enrollments in the VCCS continued to grow despite tuition increases, but a leveling of enrollment growth occurred with the substantial increases of 1991 and 1992. It is likely that part of the difficulty in describing this relationship is the influence of factors in the broader environment. These factors may create important contextual effects. For instance, the effect of tuition increases in community colleges may be mitigated by even steeper increases at four-year institutions, or by the relative difference in price between two- and four-year institutions. Some of this may be apparent in recent VCCS enrollment patterns. It is consistent, for example, with the increasing proportion of traditional or typical college students in incoming classes and certain of the changes in student course-taking and retention patterns.

Changes in the economy, already mentioned, can also provide a context for defining relative cost. Successive tuition increases for the VCCS were the greatest in 1991 and 1992. For the same years, the annual changes in personal income and job opportunities were the lowest in over a decade. For Virginia, the shift of a larger share of instructional costs to students and their parents occurred at a time when the economy and public confidence in it were at their lowest levels in recent years. Some part of the enrollment decline for fall 1992 and 1993 could be due to this added influence.

The availability of financial aid also must also be considered when studying the relationship between tuition and enrollments. The number of financial aid programs available to VCCS students, the number of students participating in aid programs, and the total dollars available for financial aid all increased substantially over the past five years. Given the large percentage increase in tuition over this period, it may well be concluded that the increases in financial aid were the primary reason why enrollments did not fall precipitously with the rise in costs to students.

Student Supply.

During the growth period (1988 to 1992), the largest group of incoming students possessed characteristics typically associated with traditional students. Generally, an increasing percentage were younger, were recent high-school graduates, selected university parallel programs, and enrolled for more course credits. The number of these "typical college students" who enroll in the fall is closely related to the number of graduates from Virginia's high schools the previous spring. Although the number who enroll each fall has declined slightly since the late 1980's, the VCCS has enrolled a constant share of spring graduates. A major upturn in graduates is projected to begin in this year, continue until 2008, and result in a 40+ percent increase over current

numbers. If the VCCS share remains the same (which has been the case since the semester conversion), then some significant growth is to be expected.

Correspondingly, fewer and fewer "non-traditional students" have been part of recent incoming classes. This is a little surprising given recent economic conditions. Looking at these same students -- but focusing on those who were continuing students -- indicates an important shift. Large numbers of these students have been taking more course credits and re-enrolling more often in subsequent terms and years. Generally, it appears that the credit-hour demand of non-traditional students has moved along the continuum slightly toward that of traditional students. Although these are slight and gradual shifts, the associated FTES increases are substantial because of the large number s of prior students who are continuing or re-enrolling each year. Nevertheless, as large as this pool of students might be, FTES growth associated with this pattern of increased course-taking and persistence would not be expected to continue indefinitely without reversing the downward trend in the numbers of these students first-enrolling each year.

Finally, it should be noted that a review of system wide enrollment patterns can mask clear relationships between external factors and enrollments that may exist for individual colleges or regions. In addition, the set of enrollment factors reviewed in this analysis may not include ones that are importantly related to enrollment changes at those data levels.

Two sections follow: Some observations on VCCS enrollment trends and changes, and a more detailed description of the data.

Observations

The highest fall and annual FTES levels in system history were reached in 1992-93. It is now estimated that annual FTES for the VCCS will not increase in 1993-94. This follows seven consecutive years of growth. For fall enrollments, the trend is the same for FTES, but student numbers have declined the last two years. Unlike previous growth, neither of these FTES increases was accompanied by corresponding increases in the numbers of students enrolled.

The growth resulted primarily from changes in course-taking patterns, not from enrolling additional students. FTES, particularly annual, are produced much more efficiently now than in the mid '80's. In 1992-93, the VCCS enrolled annually about the same number of students as in 1986-87, but 1,000 fewer students were served for each 1,000 FTES generated.

Students changed their course-taking patterns. Student credit hour loads have increased consistently since the semester conversion, and this has been the case for students previously enrolled in the VCCS and for those first enrolling. Fall-to-spring retention rates have increased steadily over the period. In recent years, students who enroll in the fall are more likely to return for study in the spring. Both changes point to students being served more and more often.

Recently the VCCS student population has been characterized as including a larger number of "typical college students". As indicated above, students are carrying heavier loads, and other changes have occurred. For the first time, there are as many curriculum-placed students in transfer programs as in occupational-technical programs. For first-time students, a much higher percentage now selects university parallel programs than in 1988. For all students over this period, the increase in student numbers for the '24 and under' category was a few percentage points higher than the increase for the '25 and over' age group. Average age has dropped only for beginning students. Both mean and median ages have declined, with 50 percent being 19 or younger in fall 1993. Minority enrollments have increased steadily over the period and now account for nearly a fourth of fall enrollments.

Students first enrolling in fall 1993 are younger, take more course credits, and are more likely to enter transfer programs than in fall 1988. Consistent with these changes, spring graduates now make up a larger proportion of new students. Not as expected, the actual numbers of these students have declined since 1988.

More surprising perhaps are the consistent and substantial decreases for the entire category of first-time students, 20 percent since 1988. The decreases for recent high school graduates have not been as great as those for older students coming into the system. Compared to first-time students in 1988, 38 percent fewer students 25 and older enrolled in fall 1993.

Although there is some support for perceptions that entering classes include more traditional students, there is little support for the notion that these students accounted for significant portions of either the additional student enrollments or the more substantial FTES increases.

Rather, as mentioned above, substantial FTES growth resulted from increased credit hour loads and increased fall-to-spring retention for new and returning students. It is also clear that more and more students who attended classes in previous terms or years are returning for study -- a 22 percent increase for the period. Moreover, the numbers of students who enroll in consecutive years has increased by about the same rate. These are substantial shifts. Comparable fall-to-fall increases did not occur for first-time students.

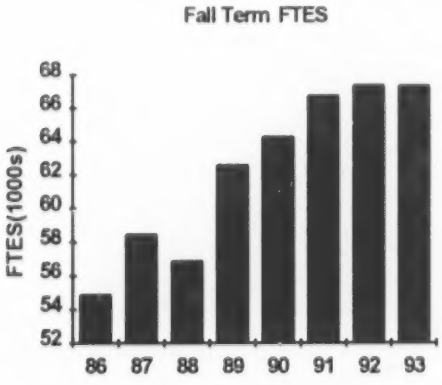
Description

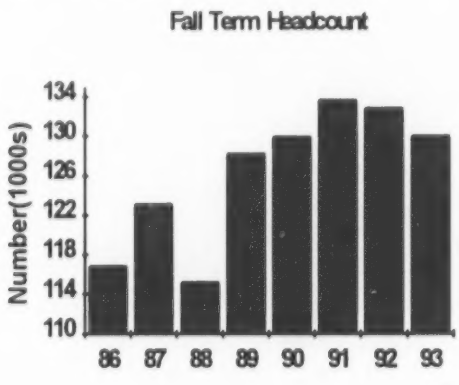
*Enrollment Trends*

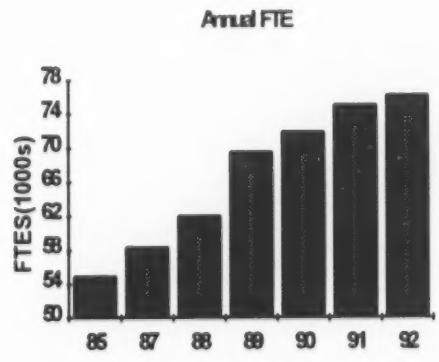
Enrollments for the fall term are lower than those for fall 1992. Both the number of students enrolled and the credit hours taken by them are slightly below last year's levels. This is the first time that fall FTES has not increased since the semester conversion in 1988. Fall headcount decreased for the first time last year over this same period.

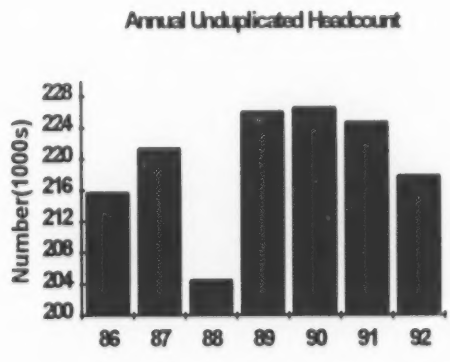
Estimates for 1993-94 now expect annual FTES for the VCCS to be at or slightly below that of 1992-93. This leveling follows seven consecutive years of growth.

These trends and the changes in 1993 are presented below.



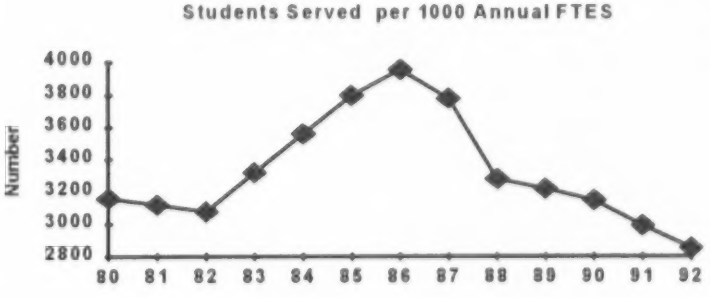



*Changes in the Student Headcount-FTES Relationship*

Comparing the headcount and FTES graphs suggests that this growth was different than that of earlier periods. For fall , headcount grew by more than 10 percent, but FTES increased at twice the rate. For the annual data, FTES growth approached 40 percent over the period, but headcount increased by only a few percent. Substantial growth occurred without corresponding increases in the number of students enrolled.

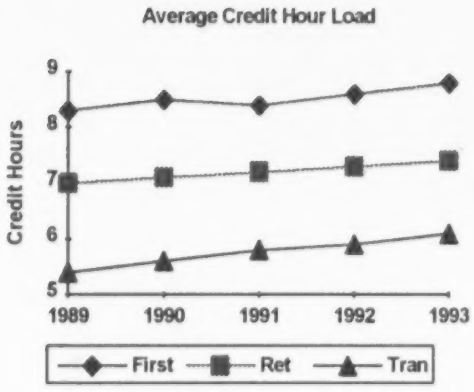
The relationship between the number of students enrolled and how many student credit hours or FTES are generated had been fairly stable. Two to three students per annual FTES has been the norm, with the shift from two to three requiring about a decade, roughly 2.0 in 1970, 2.5 in 1975, and 3.2 in 1980. This has meant that additional students, in increasing numbers, have been associated with FTES growth.

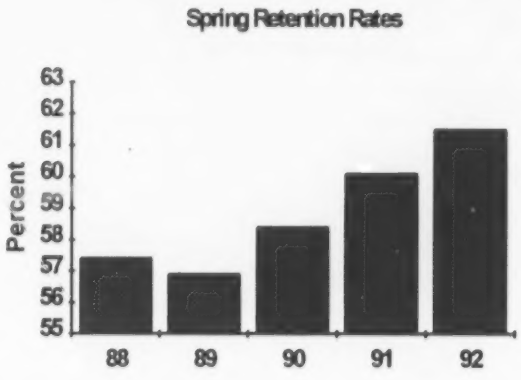
The graph below shows how this relationship has changed. During the enrollment decline in the early 80's, headcount increased and FTES declined for some years. By 1985, many more students, approximately 4000, were required to produce 1000 FTES than in 1980. The present growth period began with the reversal of this trend in 1986. For the last year completed, this ratio is at its lowest level in nearly twenty years.




*Changes in Course-Taking Patterns*

Changes in the student-to-FTES ratio suggest that students have been enrolling for more course credits and have been returning for coursework in the spring at higher rates. Both sets of data for the last five fall terms follow. The graphs show that this has been the case.



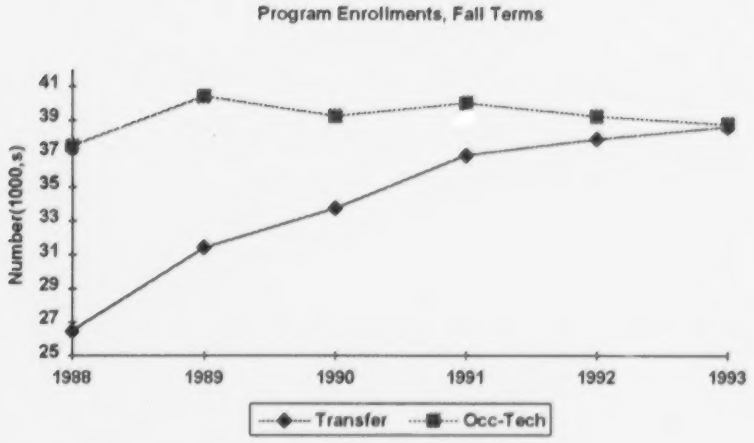




Note that small changes are significant. An average load increase of .01 yields roughly 1,000 FTES. For fall-to-spring retention, an additional 1,000 students would be enrolling in the spring with just over a 1 percent increase. It is interesting that the increases in average load for first-time(First) students are not greater. The increases do not differ greatly from those for students classified as returning(ret) or transfer(tran). While this suggests that there was not a large, sudden increase in new full-time students, numbers of students taking 12 or more credits have increased. Increases in the percentage of full-time students have mirrored exactly the trend for headcount-to-FTES ratios presented above. The percentage decreased through the 70's and early 80's reaching its lowest level in 1985. It has increased each year since, and the percentage for fall 1993, 28 percent, is the highest in a decade. Their number has increased by about 9,000 since the upturn.

Without attempting to partition the growth , it is clear that student course-taking patterns have been as important as enrolling additional students was for earlier growth.

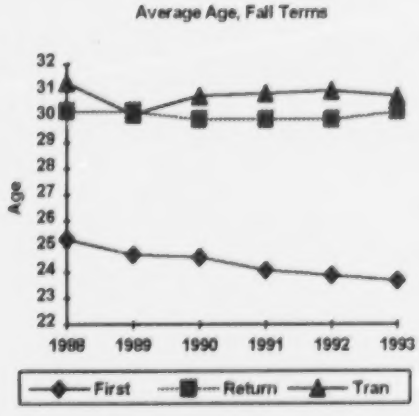
*Changes in Student Characteristics*

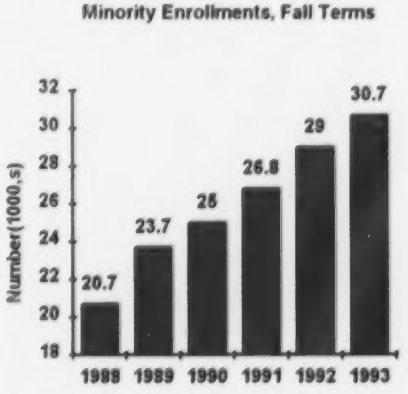
Recently, the VCCS student population has been characterized as including more students who are enrolling sooner after high school graduation, taking more courses, and majoring in transfer programs. As described above, students are taking more credit hours per term. Looking at the growth that did occur for fall term enrollments over the period, did increases for the period represent mainly new students of the above type or other changes? Information on these and other characteristics is presented below.




Clearly, more students have been entering transfer programs. For the first time, curriculum-placed students are as likely to be in transfer as in occupational-technical programs. Comparing only first-time students, a much higher percentage enrolled in transfer programs in Fall 1993 than in Fall 1988.

The graph below displays average age by student status. First-time students have been getting younger, a 1.5 year decrease since 1988. Their median age has dropped from 20 to 19 years. Students transferring into the VCCS are no younger in 1993 than in 1988. For returning students, average age has not yet dropped. For all students combined, the increase since 1988 in the number of students in the 'under 25 ' age group was only slightly higher than that for the 'over 25' category. Percentage growth has been more substantial for the younger group.

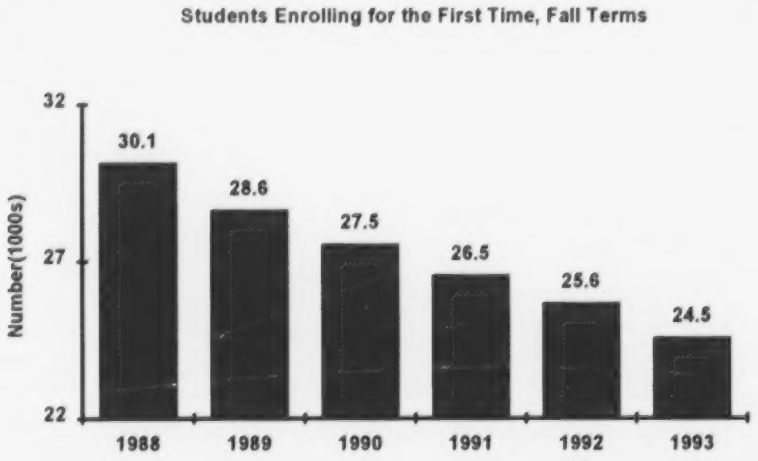


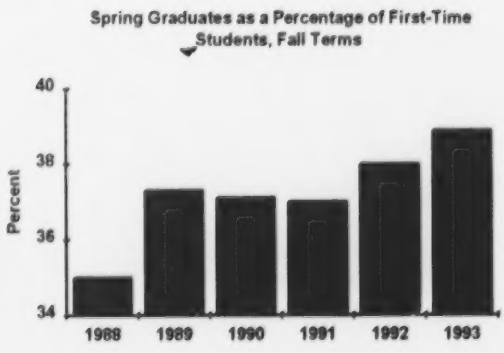




Minority enrollments have grown steadily and substantially, equaling a large part of the fall enrollment increases.

*First-time Student Enrollments*

Students first enrolling in the VCCS in fall 1993 are younger, enroll for more course credits, and are more likely to enter a transfer program and belong to a minority group than in fall 1988. This is consistent with college statements that they are serving increasing numbers of traditional students. Additional information on the numbers of these students and their flow from high school follows.

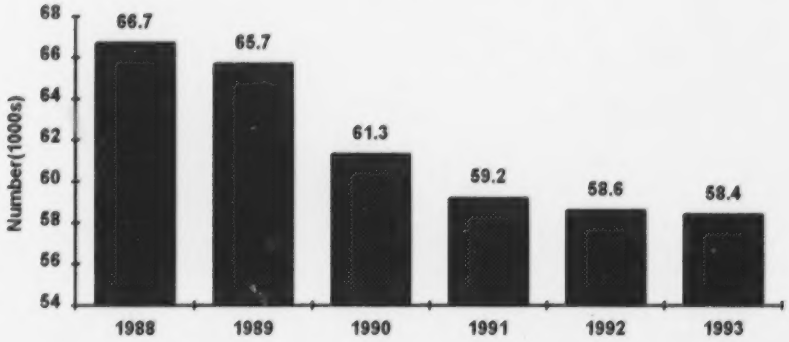





The top graph shows that the number of first-time students has decreased substantially and consistently over the growth period. The lower left chart shows that the numbers of first-time students who graduated from high school that spring did not decline as rapidly. The third chart combines the data of the other two and shows that spring graduates make up an

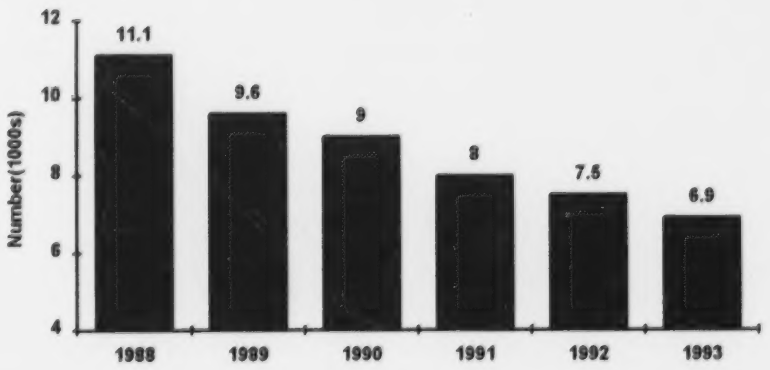
increasingly larger share of fall first-time enrollments. The decreases in actual numbers of spring graduates who enrolled the same fall correspond to recent declines in the number of students graduating from Virginia's high schools. The percentage decline for graduates is comparable to that for graduates enrolling in the fall.

Virginia's High School Graduates



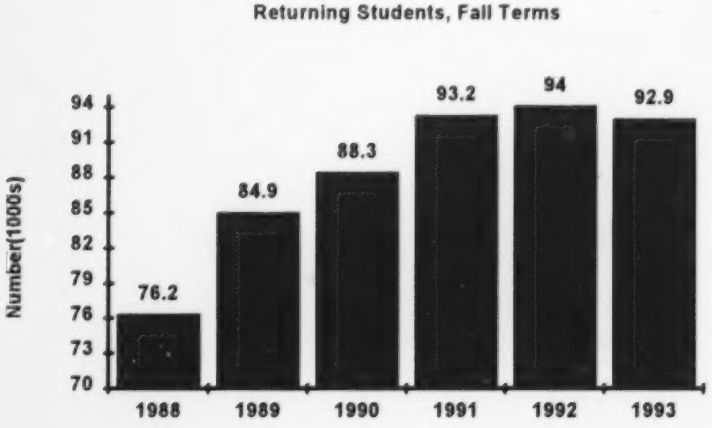

Based on these data, there is support for impressions that the number of new students enrolling in the fall includes a larger proportion of traditional students than in past years. As clearly, they show that fewer and fewer new students have been enrolling in the VCCS, and the number of older, first-time student numbers has been dropping at even a higher rate. The following chart presents the number of first-time students 25 years of age and older. Less than 7,000 enrolled in Fall 1993.

Students 25 and Older Enrolling for the First-time, Fall Terms



*Returning Student Enrollments*

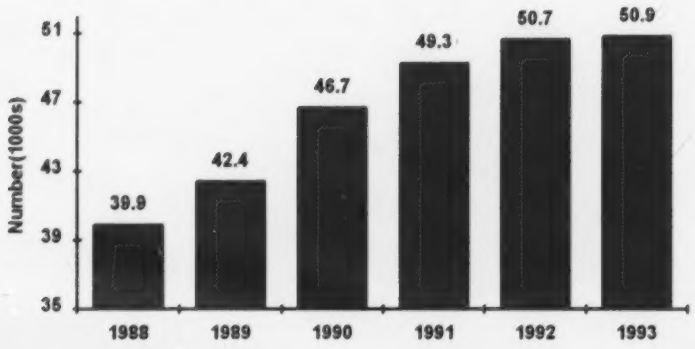
If the number of new students has been declining each year, what has been the source of the additional fall term enrollments?. Increased student loads described above have certainly been part of the answer for fall FTES. The lesser, yet substantial, increases in fall headcount are due to increases in the numbers of prior students returning for fall study. Of the 130,037 students enrolled fall 1993, 92,880 had been enrolled previously in the VCCS. This is a 23 percent increase over the Fall 1988 number. As a proportion of total enrollments, there are 6 more returning students per 100 this fall than in 1988. Students in this category for the last 6 fall terms are shown below. As may be seen, actual numbers increased each year until 1993. Returning students as a percentage of total enrollments has increased each year, including 1993.




*Changes in Returning Student Enrollment Patterns*

It is well known that many community college students re-enroll or return for classes over long periods of time. Not enrolling in consecutive terms or years has been one of the features attributed to non-traditional students. Some VCCS studies have shown that 5 percent of a beginning group were taking courses more than 10 terms later. As a result, the returning category is often characterized as a large pool of students with varied within- and between-year enrollment patterns. The description of annual FTES changes, page 3, showed that the number of fall students who return in the spring has been increasing, a within-year change. The data below show a shift in a between-year pattern. The number of fall students classified as returning who were enrolled the previous fall is presented below for each fall term since 1988.

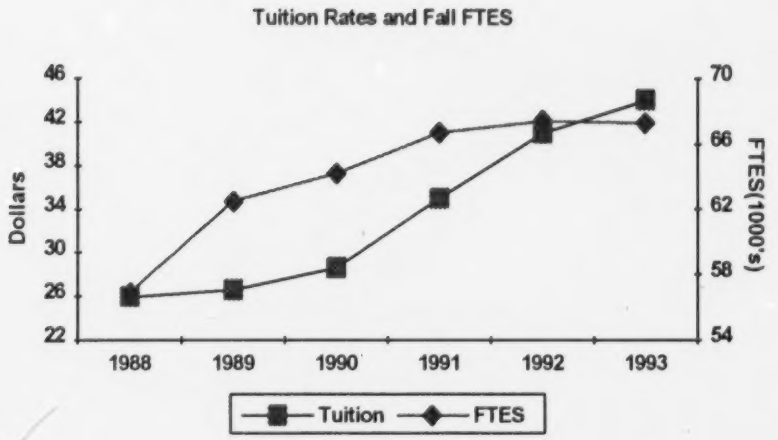
Students Enrolling in Consecutive Fall Terms




The graphs show that throughout the growth period, the number of additional students in the returning category has equaled the increases in fall headcounts, and more and more of these students have been enrolling in consecutive years. The possibility that although first-time students are declining, larger numbers of them now enroll in consecutive years was examined. On a percentage basis, there have been slight increases for all first-time students and for full-time, first-time students. The actual numbers of new students who continue study the next fall have dropped slightly.

*Tuition Levels*

The per credit hour rates for in-state students are presented below for each year since the shift to a semester calendar. Fall FTES are repeated as well. Over this period, tuition increased by about 70 percent, increasing at a higher rate than FTES. As may be seen, the largest tuition increases are associated with decreased rates of FTES growth. This simple comparison suggests some degree of a relationship. As is often the case, the relationship is difficult to describe completely. Part of this difficulty may be due to other factors in the broader environment. For example, relative cost at other institutions and conditions of the economy could also play a role in establishing effective cost levels for students. It is not likely that increases in VCCS tuition per se completely establish effective or functional costs.




This review points to several enrollment indicators that bear watching. The numbers of new students entering the system are important, particularly with the recent declines for non-traditional students. In this regard, it will be interesting to see if projected levels of high school graduates are realized and if corresponding changes occur for the numbers of spring graduates enrolling in the fall. Whether or not minority participation rates continue to increase needs to be monitored.

How many prior students return or continue is important as is information about their pattern of enrollment, persistence, and credit hour loads. Recent changes suggest that the enrollment potential of this large group is expanding, but other indicators(e.g., new students) suggest that it may have been diminished in recent years.

Of course, changes in the broader environment remain important. The course of the current economic recovery will play some role, directly or indirectly, in setting ranges of change for job opportunities, tuition rates, and financial aid. While the connections with enrollments are difficult to describe, major shifts are often accompanied by enrollment changes.

National observers of higher education have reported that community college enrollments are down this past fall in many states. The current year (1993-94) marks the first time since 1985 that the VCCS has not experienced enrollment growth as measured in annual FTES. Factors typically linked with enrollment declines include the state of the economy and associated job growth, tuition increases, and reduced fiscal support for college operations.

Economic Factors.

Because it is commonly agreed that community college enrollments are tied at least in part to economic conditions, recent enrollment changes for the VCCS may be better understood when viewed in terms of changes in the state's economy. Virginia's employment growth generally has mirrored U.S. trends, with slightly higher rates in Virginia for the 1980's. Employment growth peaked in 1985. Decreasing annual rates continued until 1990 and ended with actual job losses in 1991. As of 1993, the Virginia Employment Commission reports that job growth in Virginia is once again on the rise.

There appears to be some connection between these trends and VCCS enrollments. As job opportunities grew at lower rates, college enrollments increased. The current leveling of enrollments can be related to negative rates (job losses) in 1991 and 1992 and to a return to expanding rates for 1993 and 1994. The present expansion is expected to continue at much lower rates than that following earlier recessions -- about half the growth rate as in the 1980s. For example, jobs lost in 1990 and 1991 are not projected to be recovered until this year. This could mean that post-recession enrollment declines may be less likely or less severe for this cycle.

Real personal income changes in Virginia have followed a pattern much like that of job growth. Losses in real income occurred after 1990, and the current upturn is projected at a rate well below that of the 1980s. Again, the constrained recovery predicted for these and other factors may mean atypical enrollment changes for a recovery period. Unfortunately, lower rates of revenue growth than are typical for a recovery period also are predicted.

Revenue Reductions.

For states with continuing economic woes, decreasing enrollments for fall 1993 have been attributed to state revenue reductions and tuition increases. Many states consider revenue reductions to have affected student access to higher education. The VCCS has absorbed recent decreases in General Fund support without a corresponding decline in number of course sections offered or the availability of support services to students.

# Part II

# Minority Student Enrollment

Earl R. McHewitt
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## MINORITY STUDENT ENROLLMENT IN THE VCCS

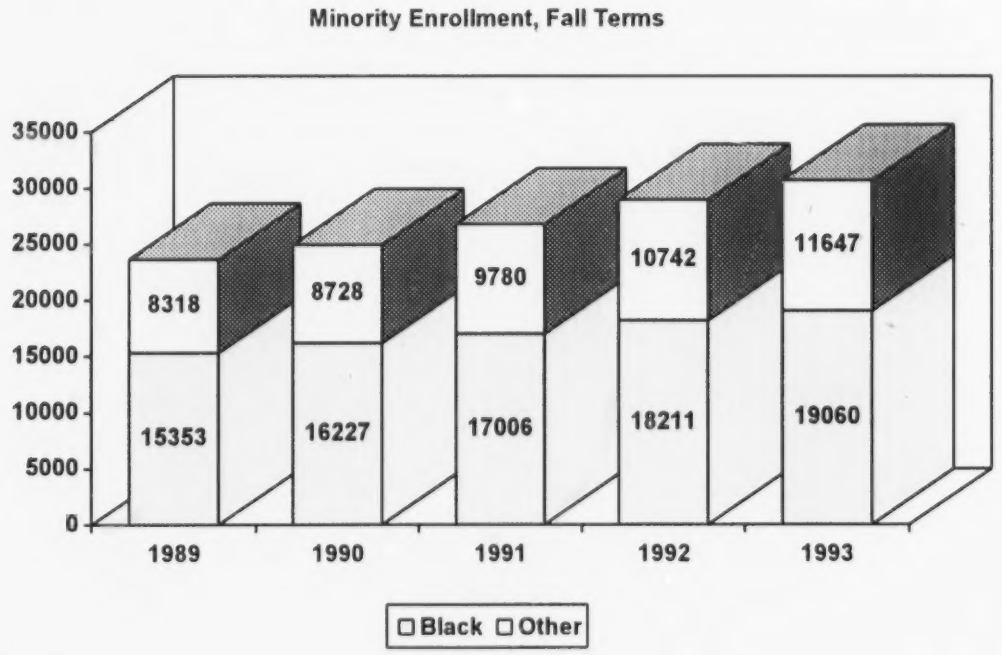
Throughout the history of the Virginia Community College System, the percentage of non-white students in the system has hovered around 15-18 percent. In the last five years, this statistic has changed dramatically. By fall 1993, 24 percent of the 130,037 students taking courses in community colleges were minority. This represents an increase of 7,036 in the number of black and other-race students who enrolled in the fall term over 1989.

As the following charts illustrate, much of the percentage increase is due to substantial gains in enrollment of other-race students. This trend mirrors national enrollment increases in community colleges for Asian, Hispanic, and other minority groups. For the VCCS, Asian and Spanish-surname students comprise over 80 percent of the other-race category.

This report also describes differences in enrollment by gender, student major, student persistence and graduation, and financial aid eligibility for the three categories of students.

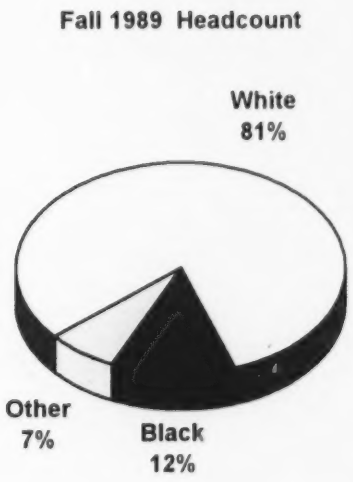
## ENROLLMENT GROWTH

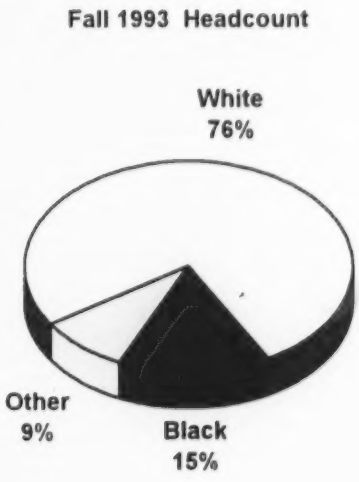
The number of black and other nonwhite students has grown steadily over the last five years, increasing thirty percent from Fall 1989 to Fall 1993.



STUDENT BODY COMPOSITION

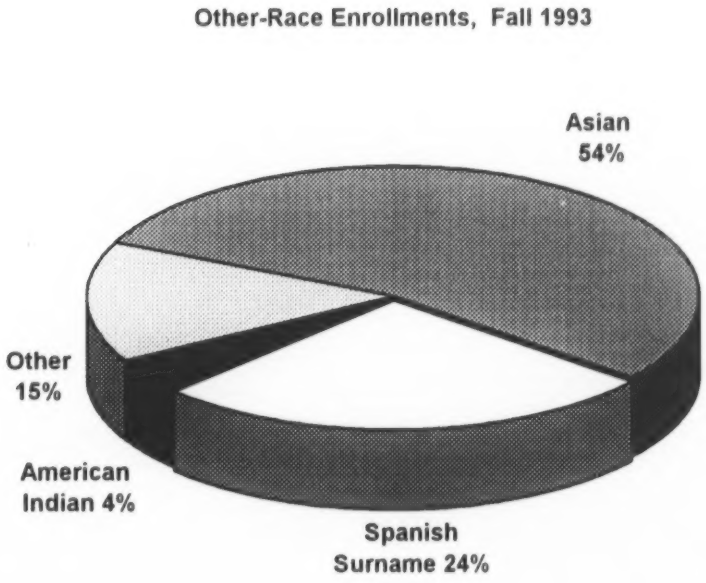
One in every five to six students was nonwhite in 1989. For Fall 1993 nearly one in four is nonwhite. The combined percentage for minority students is 24 percent in 1993. This is greater than the minority share of the age 18 and over population in Virginia, which was 21 percent in 1993.



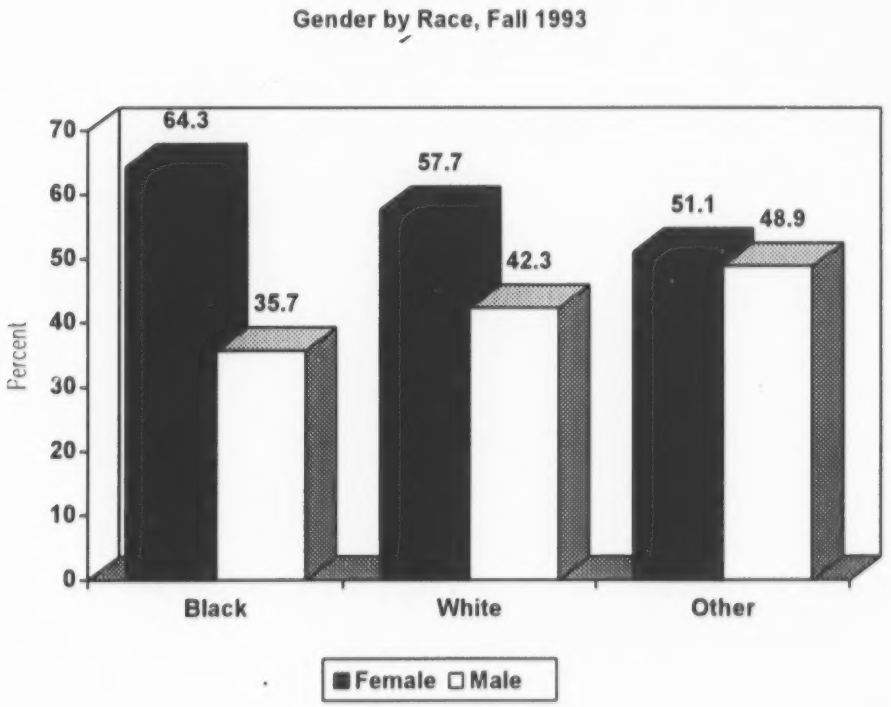
## RACIAL/ETHNIC CATEGORIES OF OTHER-RACE STUDENTS

For fall 1993, Asian and Spanish-surname students make up over 80 percent of the enrollments classified as other-race. The minority enrollment increases of recent years have been comparable across the four categories.



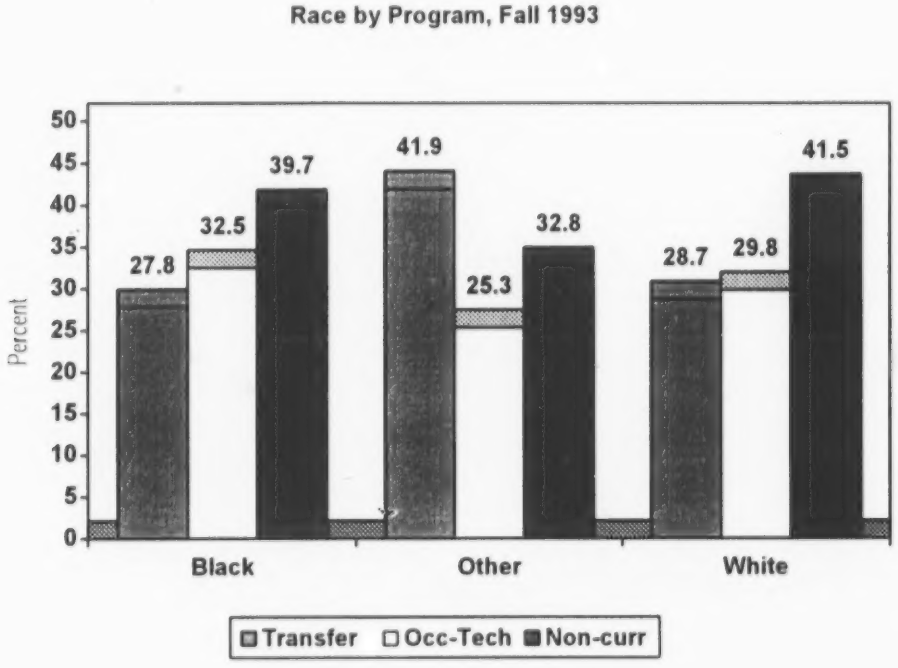
## GENDER

Enrollment by gender differs greatly for the three groups. Women comprise 58 percent of white student enrollments but 64 percent of black student enrollment. Other-race males enroll in about equal proportion to females.



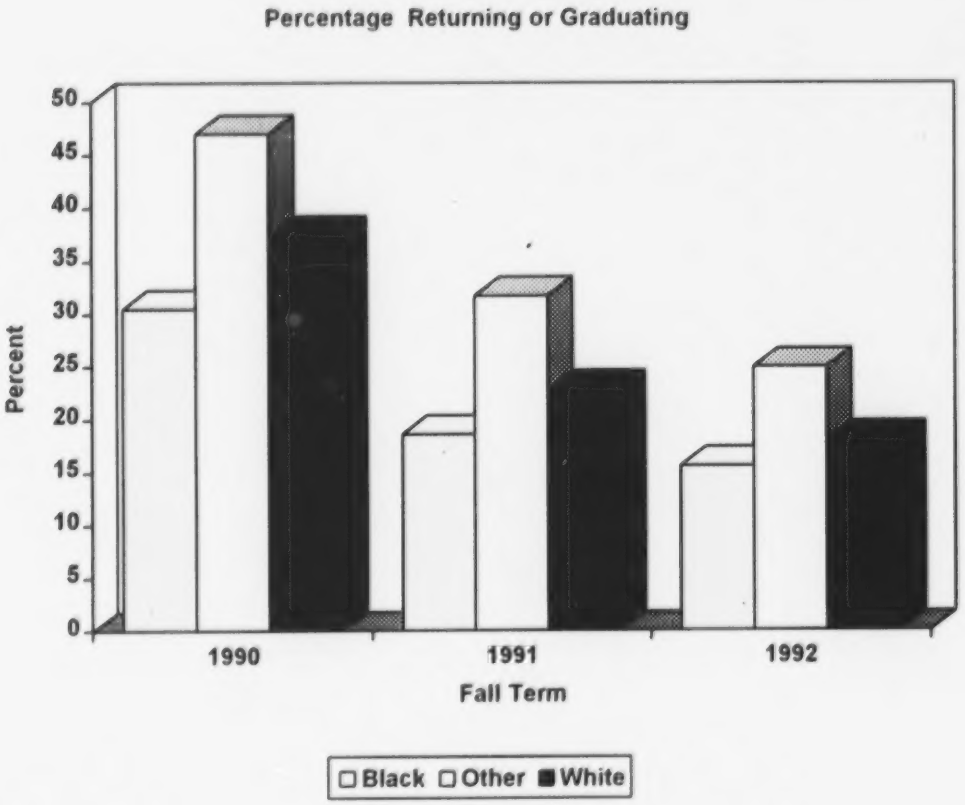
## STUDENT MAJOR

The percentage of students in each of the major program areas is about the same for black as for white students, although program-placed black students are slightly more likely to be in occupational-technical programs and white students in transfer programs. The placement of other-race students is different. A higher percentage of these students have entered a curriculum, and, of those in programs, they are much more likely to be in transfer programs.



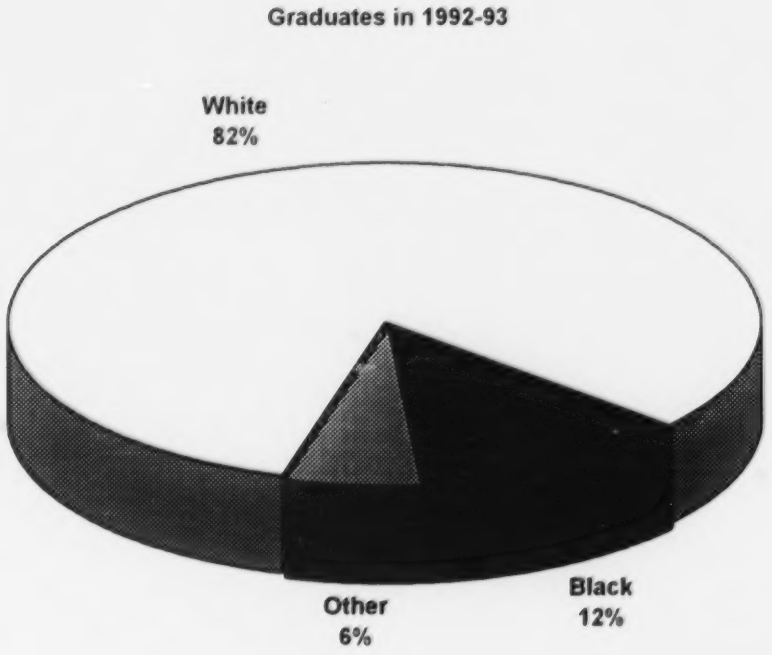
STUDENT PERSISTENCE

For students first enrolling in Fall 1989, other-race students have by far the highest retention/completion rates. This is true for the first, second, and third years after initial enrollment. White students persist at substantially higher rates than black students initially, but this difference is much less after three years.


Percentage Returning or Graduating
50
45
40
35
30
25
20
15
10
5
0
Percent
1990
1991
1992
Fall Term
Black
Other
White

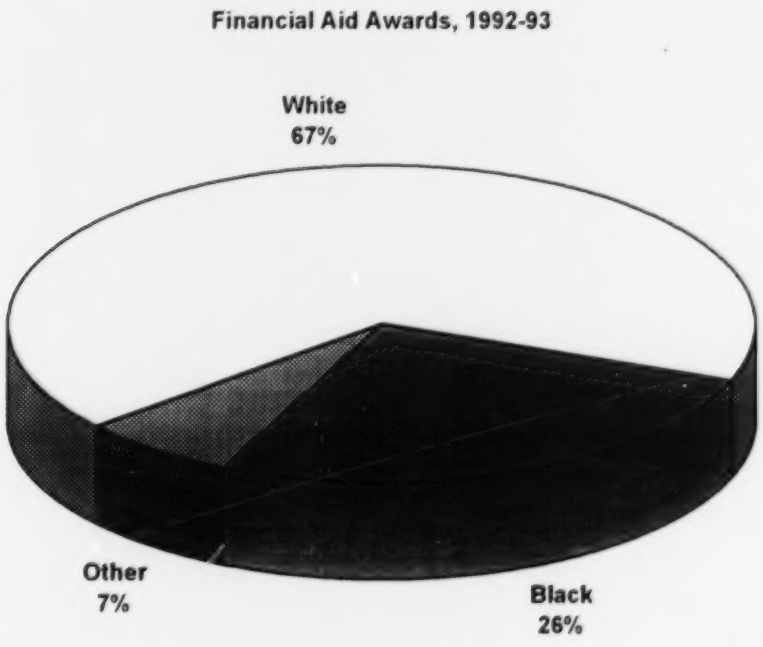
## GRADUATES

Looking at last year's graduates, the percentage of minority graduates is below the current enrollment share for minority students. The percentages for black and other race students mirror the enrollment percentages during the range of years that most 1992 graduates would have started study. Increases in non-white graduates would be expected over the next few years because of the higher numbers of minority students now enrolled.



## FINANCIAL AID

The racial/ethnic distribution is different among financial aid recipients. Non-whites make up 24 percent of total enrollments but receive 33 percent of financial aid awards. For black students, the award share exceeds the total enrollment share by more than 10 percentage points.




Nearly one in four is nonwhite. The combined percentage for black and other race students is 24 percent in 1993. This is greater than the nonwhite share of the age 18 and over population in Virginia, which was 21 percent in 1993.

COLLEGE DATA

Fall 1993 Enrollments by Race and Sex

| | SEX | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | FEMALE | | | | | | MALE | | | | | | |
| | RACE | | | | | | RACE | | | | | | |
| | AM IND | BLACK | ORIENT-AL | OTHER | SPAN SUR | WHITE | AM IND | BLACK | ORIENT-AL | OTHER | SPAN SUR | WHITE | Total |
| | N | N | N | N | N | N | N | N | N | N | N | N | N |
| COLLEGE | | | | | | | | | | | | | |
| BLUE RIDGE | 2 | 45 | 7 | 2 | 11 | 1611 | 3 | 21 | 9 | 5 | 2 | 912 | 2630 |
| CENTRAL VIRGINIA | 3 | 335 | 17 | 13 | 4 | 1766 | 3 | 195 | 7 | 3 | 4 | 1536 | 3886 |
| D. S. LANCASTER | 6 | 45 | 1 | 2 | 4 | 821 | . | 53 | 2 | 3 | . | 553 | 1490 |
| DANVILLE | 3 | 567 | 7 | 3 | 5 | 1407 | 5 | 288 | 4 | 4 | 4 | 1230 | 3527 |
| EASTERN SHORE | . | 200 | 1 | . | 3 | 328 | . | 41 | . | . | 1 | 109 | 683 |
| GERMANNA | 7 | 170 | 12 | 9 | 28 | 1538 | 1 | 52 | 19 | 3 | 11 | 683 | 2533 |
| J S. REYNOLDS | 31 | 1741 | 117 | 64 | 44 | 3758 | 20 | 888 | 128 | 28 | 33 | 2880 | 9732 |
| JOHN TYLER | 4 | 623 | 24 | 100 | 29 | 2634 | . | 343 | 37 | 73 | 24 | 1562 | 5453 |
| LORD FAIRFAX | 7 | 78 | 8 | 3 | 12 | 1882 | 1 | 36 | 6 | 4 | 10 | 911 | 2958 |
| MOUNTAIN EMPIRE | 1 | 16 | 4 | 1 | . | 1585 | . | 14 | 2 | 1 | . | 864 | 2488 |
| NEW RIVER | . | 92 | 15 | 2 | 6 | 1700 | 4 | 72 | 14 | 5 | 13 | 1532 | 3455 |
| NORTHERN VA. | 103 | 2527 | 2181 | 490 | 1194 | 13796 | 71 | 1770 | 2200 | 455 | 1128 | 11562 | 37477 |
| PATRICK HENRY | 3 | 284 | 4 | 3 | 2 | 1232 | 5 | 134 | 3 | 1 | 3 | 781 | 2455 |
| PAUL D CAMP | 1 | 374 | 4 | 3 | 3 | 646 | 2 | 148 | 4 | 2 | 4 | 354 | 1545 |
| PIEDMONT VA. | 3 | 347 | 42 | 22 | 22 | 2193 | 3 | 139 | 38 | 10 | 11 | 1376 | 4206 |
| RAPPAHANNOCK | 4 | 299 | 5 | 6 | 4 | 980 | 6 | 74 | 3 | 2 | 6 | 441 | 1830 |
| SOUTHSIDE VA. | 2 | 816 | 5 | 6 | 2 | 1170 | 7 | 471 | 4 | 12 | 6 | 739 | 3240 |
| SOUTHWEST VA. | 4 | 30 | 3 | 3 | 6 | 2182 | . | 40 | 2 | 6 | 5 | 2077 | 4358 |
| THOMAS NELSON | 20 | 1496 | 103 | 70 | 72 | 2789 | 22 | 720 | 106 | 68 | 57 | 2305 | 7828 |
| TIDEWATER | 59 | 1747 | 462 | 122 | 198 | 7252 | 24 | 1079 | 574 | 89 | 165 | 5740 | 17511 |
| VA. HIGHLANDS | 1 | 36 | 1 | . | 3 | 1159 | 3 | 21 | 2 | . | 1 | 813 | 2040 |
| VIRGINIA WESTERN | 9 | 354 | 46 | 16 | 11 | 3212 | 6 | 153 | 50 | 10 | 10 | 2335 | 6212 |
| WYTHEVILLE | 1 | 37 | 5 | 3 | 2 | 1629 | 1 | 49 | 2 | 6 | . | 765 | 2500 |
| VCCS | 274 | 12259 | 3074 | 943 | 1665 | 57270 | 187 | 6801 | 3216 | 790 | 1498 | 42060 | 130037 |

Fall 1993 Enrollments by Race and Program

| | RACE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | BLACK | | | OTHER | | | WHITE | | |
| | B/C | NONCURR | O/T | B/C | NONCURR | O/T | B/C | NONCURR | O/T |
| COLLEGE | | | | | | | | | |
| BLUE RIDGE | 16 | 29 | 21 | 14 | 19 | 8 | 660 | 1150 | 713 |
| CENTRAL VIRGINIA | 68 | 341 | 121 | 10 | 35 | 9 | 647 | 1716 | 939 |
| D. S. LANCASTER | 11 | 72 | 15 | 1 | 13 | 4 | 123 | 786 | 465 |
| DANVILLE | 44 | 637 | 174 | . | 26 | 9 | 223 | 1802 | 612 |
| EASTERN SHORE | 38 | 167 | 36 | 1 | 4 | . | 107 | 276 | 54 |
| GERMANNA | 71 | 71 | 80 | 30 | 43 | 17 | 779 | 811 | 631 |
| J S. REYNOLDS | 117 | 1938 | 574 | 32 | 354 | 79 | 382 | 5028 | 1228 |
| JOHN TYLER | 103 | 541 | 322 | 39 | 167 | 85 | 591 | 2459 | 1146 |
| LORD FAIRFAX | 36 | 42 | 36 | 19 | 25 | 7 | 871 | 1181 | 741 |
| MOUNTAIN EMPIRE | 9 | 3 | 18 | 2 | 4 | 3 | 996 | 380 | 1073 |
| NEW RIVER | 41 | 46 | 77 | 18 | 35 | 6 | 714 | 1191 | 1327 |
| NORTHERN VA. | 1890 | 1073 | 1334 | 3690 | 2114 | 2018 | 9819 | 8324 | 7215 |
| PATRICK HENRY | 65 | 167 | 186 | 3 | 11 | 10 | 344 | 715 | 954 |
| PAUL D CAMP | 230 | 92 | 200 | 9 | 8 | 6 | 328 | 436 | 236 |
| PIEDMONT VA. | 182 | 188 | 116 | 70 | 65 | 16 | 1228 | 1785 | 556 |
| RAPPAHANNOCK | 31 | 217 | 125 | 2 | 29 | 5 | 206 | 933 | 282 |
| SOUTHSIDE VA. | 280 | 418 | 589 | 20 | 13 | 11 | 360 | 836 | 713 |
| SOUTHWEST VA. | 26 | 29 | 15 | 10 | 13 | 6 | 956 | 1485 | 1818 |
| THOMAS NELSON | 960 | 287 | 969 | 216 | 120 | 182 | 2238 | 968 | 1888 |
| TIDEWATER | 934 | 940 | 952 | 628 | 635 | 430 | 4689 | 4827 | 3476 |
| VA. HIGHLANDS | 12 | 6 | 39 | 3 | 2 | 6 | 387 | 482 | 1103 |
| VIRGINIA WESTERN | 122 | 221 | 164 | 57 | 72 | 29 | 1624 | 2263 | 1660 |
| WYTHEVILLE | 4 | 59 | 23 | 5 | 10 | 5 | 190 | 1387 | 817 |
| VCCS | 5290 | 7584 | 6186 | 4879 | 3817 | 2951 | 28462 | 41221 | 29647 |

Fall to Fall Retention of Fall 1989, First-time Students
Graduates Also Counted as Returning

| FALL 89 | RACE | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | WHITE | | | | BLACK | | | | OTHER | | | |
| | Cohort | FA90 | FA91 | FA92 | Cohort | FA90 | FA91 | FA92 | Cohort | FA90 | FA91 | FA92 |
| | N | N | N | N | N | N | N | N | N | N | N | N |
| COLLEGE | | | | | | | | | | | | |
| BLUE RIDGE | 603 | 252 | 123 | 44 | 20 | 10 | 2 | 1 | 3 | 0 | 0 | 0 |
| CENTRAL VIRGINIA | 764 | 205 | 147 | 30 | 108 | 20 | 11 | 0 | 16 | 8 | 2 | 1 |
| D. S. LANCASTER | 414 | 164 | 96 | 39 | 20 | 4 | 1 | 0 | 4 | 2 | 0 | 0 |
| DANVILLE | 700 | 372 | 171 | 89 | 205 | 89 | 42 | 17 | 7 | 4 | 0 | 0 |
| EASTERN SHORE | 142 | 45 | 25 | 7 | 43 | 15 | 10 | 0 | 0 | 0 | 0 | 0 |
| GERMANNA | 532 | 206 | 119 | 43 | 47 | 25 | 7 | 3 | 6 | 3 | 3 | 0 |
| J S. REYNOLDS | 1744 | 603 | 342 | 32 | 569 | 204 | 124 | 12 | 100 | 35 | 28 | 6 |
| JOHN TYLER | 843 | 251 | 158 | 16 | 302 | 58 | 36 | 5 | 129 | 19 | 9 | 1 |
| LORD FAIRFAX | 691 | 246 | 128 | 37 | 25 | 8 | 6 | 1 | 7 | 2 | 1 | 1 |
| MOUNTAIN EMPIRE | 877 | 320 | 216 | 60 | 18 | 3 | 0 | 0 | 1 | 0 | 0 | 0 |
| NEW RIVER | 681 | 239 | 164 | 51 | 38 | 11 | 8 | 2 | 8 | 1 | 0 | 0 |
| NORTHERN VA. | 4635 | 1951 | 1278 | 151 | 585 | 209 | 140 | 18 | 1161 | 627 | 435 | 69 |
| PATRICK HENRY | 395 | 152 | 84 | 14 | 56 | 7 | 5 | 1 | 1 | 0 | 0 | 0 |
| PAUL D CAMP | 220 | 73 | 42 | 11 | 129 | 48 | 23 | 8 | 5 | 1 | 1 | 0 |
| PIEDMONT VA. | 685 | 227 | 154 | 23 | 95 | 20 | 9 | 1 | 24 | 9 | 4 | 0 |
| RAPPAHANNOCK | 443 | 123 | 68 | 36 | 81 | 27 | 11 | 6 | 2 | 0 | 0 | 0 |
| SOUTHSIDE VA. | 527 | 171 | 85 | 23 | 373 | 85 | 66 | 11 | 12 | 6 | 4 | 2 |
| SOUTHWEST VA. | 1142 | 341 | 194 | 47 | 12 | 3 | 1 | 0 | 3 | 0 | 0 | 0 |
| THOMAS NELSON | 1092 | 424 | 294 | 52 | 361 | 131 | 86 | 16 | 61 | 23 | 15 | 3 |
| TIDEWATER | 3056 | 1135 | 710 | 97 | 511 | 132 | 91 | 24 | 283 | 126 | 87 | 10 |
| VA. HIGHLANDS | 606 | 251 | 131 | 49 | 27 | 7 | 7 | 2 | 2 | 1 | 0 | 0 |
| VIRGINIA WESTERN | 1317 | 531 | 329 | 66 | 164 | 40 | 19 | 4 | 28 | 10 | 2 | 0 |
| WYTHEVILLE | 499 | 168 | 86 | 28 | 6 | 2 | 1 | 1 | 2 | 0 | 0 | 0 |
| VCCS | 22608 | 8450 | 5144 | 1045 | 3795 | 1158 | 706 | 133 | 1865 | 877 | 591 | 93 |

TABLE 6C
NUMBER OF GRADUATES BY RACE AND SEX
1992-93

GRD522

| | MALE | | | | | | | FEMALE | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COLLEGE | WHITE | BLACK | AMERICAN INDIAN | ASIAN | HISPANIC | OTHER | TOTAL | WHITE | BLACK | AMERICAN INDIAN | ASIAN | HISPANIC | OTHER | TOTAL |
| BRCC | 95 | | | | | | 95 | 193 | 3 | | | | | 196 |
| CVCC | 160 | 10 | | 1 | | | 171 | 199 | 24 | 1 | | | | 224 |
| DSLCC | 72 | 2 | | | | | 74 | 108 | 7 | | | | | 115 |
| DCC | 170 | 20 | | | 1 | 1 | 192 | 176 | 110 | 1 | 1 | | | 288 |
| ESCC | 25 | 9 | | | | | 34 | 24 | 9 | | | 1 | | 34 |
| GCC | 69 | 1 | | | | 1 | 71 | 158 | 13 | | 1 | 1 | | 173 |
| JSRCC | 175 | 39 | | 6 | 3 | 3 | 226 | 297 | 145 | 2 | 5 | 3 | 6 | 458 |
| JTCC | 100 | 35 | | 4 | | 5 | 144 | 140 | 41 | 1 | 4 | 3 | 4 | 193 |
| LFCC | 97 | | | 1 | 1 | | 99 | 157 | 5 | | 1 | | | 163 |
| MECC | 59 | | | | | | 59 | 200 | 4 | | | | | 224 |
| NRCC | 168 | 6 | | 1 | | | 175 | 214 | 6 | 1 | | | | 221 |
| NVCC | 804 | 92 | 3 | 117 | 62 | 19 | 1097 | 1028 | 138 | 5 | 122 | 58 | 25 | 1376 |
| PHCC | 144 | 11 | | 1 | | | 156 | 123 | 26 | 1 | 1 | | | 151 |
| PDCCC | 54 | 17 | | | 1 | | 72 | 56 | 43 | | | | 1 | 132 |
| PVCC | 78 | 4 | | 3 | 1 | | 86 | 124 | 18 | | 3 | | 1 | 146 |
| RCC | 57 | 3 | | 2 | | 1 | 63 | 154 | 36 | | | | | 190 |
| SSVCC | 69 | 24 | | | | 1 | 94 | 126 | 66 | | | | | 191 |
| SWVCC | 133 | 1 | | | | | 134 | 292 | 1 | | | 1 | | 294 |
| TNCC | 200 | 35 | 1 | 8 | 4 | 1 | 249 | 257 | 111 | 2 | 7 | 5 | 7 | 389 |
| TCC | 531 | 71 | 2 | 41 | 10 | 13 | 668 | 647 | 132 | 2 | 45 | 18 | 5 | 849 |
| VHCC | 103 | 2 | | | | | 105 | 172 | 6 | | 2 | 1 | | 181 |
| VWCC | 187 | 5 | | | 1 | 2 | 195 | 305 | 19 | 1 | 2 | | | 327 |
| WCC | 84 | | | | | | 84 | 213 | 4 | | | | | 217 |
| VCCS | 3634 | 387 | 6 | 185 | 84 | 47 | 4343 | 5364 | 967 | 17 | 194 | 91 | 49 | 6682 |

## NUMBER OF FINANCIAL AID AWARDS BY RACE, 1992-93

| | Black | Other | White | Total |
|---|---|---|---|---|
| Blue Ridge | 26 | 13 | 476 | 515 |
| Central Virginia | 155 | 3 | 489 | 647 |
| Dabney S. Lancaster | 84 | 7 | 563 | 654 |
| Danville | 344 | 5 | 508 | 857 |
| Eastern Shore | 103 | 2 | 93 | 198 |
| Germanna | 56 | 17 | 299 | 372 |
| J. Sargeant Reynolds | 1367 | 155 | 969 | 2,491 |
| John Tyler | 370 | 31 | 660 | 1,061 |
| Lord Fairfax | 59 | 10 | 589 | 658 |
| Mountain Empire | 45 | 6 | 2,024 | 2,075 |
| New River | 87 | 18 | 1,128 | 1,233 |
| Northern Virginia | 494 | 1,239 | 1,087 | 2,820 |
| Patrick Henry | 239 | 8 | 484 | 731 |
| Paul D. Camp | 369 | 15 | 235 | 619 |
| Piedmont Virginia | 158 | 35 | 528 | 721 |
| Rappahannock | 177 | 5 | 285 | 467 |
| Southside Virginia | 890 | 16 | 616 | 1,522 |
| Southwest Virginia | 75 | 10 | 2,139 | 2,224 |
| Thomas Nelson | 1,317 | 136 | 1,140 | 2,593 |
| Tidewater | 1,065 | 311 | 2,301 | 3,677 |
| Virginia Highlands | 50 | 8 | 1,014 | 1,072 |
| Virginia Western | 218 | 38 | 1,378 | 1,634 |
| Wytheville | 39 | 10 | 933 | 982 |
| VCCS | 7,787 | 2,096 | 19,940 | 29,823 |

**UTILIZATION OF ON-SITE SPACE**
**CREDIT AND NON-CREDIT INSTRUCTION**
**FALL 1994, EXTENDED DAY**
**HEAVY LAB**

WEEKLY ROOM USE HOURS

| College | SCHEV Standard | Credit Instruction | Credit and Non-Credit Instruction |
|---|---|---|---|
| Blue Ridge | 27 | 19.7 | 63.5 |
| Central Virginia | 27 | 18.1 | 19.1 |
| Dabney S. Lancaster | 25 | 27.0 | 27.0 |
| Danville | 27 | 21.7 | 21.7 |
| Eastern Shore | 25 | 17.0 | 17.0 |
| | | | |
| Germanna | 25 | 26.4 | 26.4 |
| J. Sargeant Reynolds | 29 | 26.2 | 26.2 |
| John Tyler | 27 | 17.5 | 18.1 |
| Lord Fairfax | 27 | 13.0 | 21.6 |
| Mountain Empire | 27 | 25.9 | 25.9 |
| | | | |
| New River | 27 | 27.7 | 27.7 |
| Northern Virginia | 29 | 18.0 | 19.7 |
| Patrick Henry | 27 | 21.5 | 21.5 |
| Paul D. Camp | 25 | 25.0 | 25.0 |
| Piedmont Virginia | 27 | 21.1 | 21.1 |
| | | | |
| Rappahannock | 25 | 6.6 | 6.6 |
| Southside Virginia | 27 | 28.3 | 28.3 |
| Southwest Virginia | 27 | 31.2 | 33.4 |
| Thomas Nelson | 29 | 29.9 | 29.9 |
| Tidewater | 29 | 20.9 | 32.8 |
| | | | |
| Virginia Highlands | 27 | 17.3 | 17.3 |
| Virginia Western | 29 | 25.0 | 25.0 |
| Wytheville | 27 | 23.4 | 23.4 |